



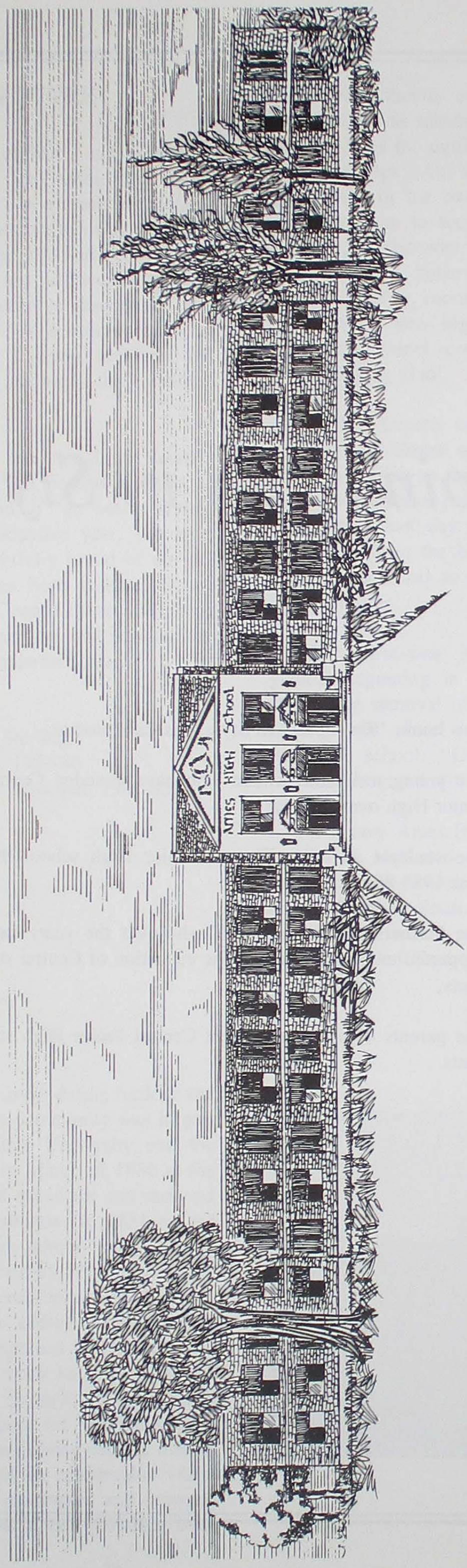
*Central Junior  
High School  
1962-1986*



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The drawings in this book are the works of Debbie  
Lewis, a ninth grade student at Central, 1985-86.







# *“Going Out in Style”*

This book, “Going Out In Style,” is dedicated to:

The young men and women who have attended Central Junior High over the years,

The students attending Central Junior High school this year 1985-86,

The teachers and support staff who over the years have supported and contributed to the education of Central students,

The parents of past and present Central Junior High students.



## GOING OUT IN STYLE

Because of declining enrollment and shrinking funds, it became necessary for the Ames Community Schools to reorganize the district. As a result of this process, Central Junior High is scheduled to cease functioning as a school at the end of the 1985-86 school year. As with any useful structure that has fulfilled the purpose for which it was built, it is painful to discontinue that use. This may be especially true of a schoolhouse, for students, staff and community develop loyalties and memories which bridge the years and tug at the emotions.

In spite of our sadness at the thought of Central closing, the staff and students and parents decided to make this the best year ever and to "go out in style." We have had a wonderfully productive year. We have kept our spirits high and are rightfully proud of our accomplishments. This booklet has been researched and prepared for you by parents and Central alumni. We hope that you find it interesting and that you will treasure this fine keepsake in memory of a wonderful school.

Sincerely,  
Mary E. Sterling  
Principal, 1983-86  
Associate Principal, 1981-83

## HISTORY

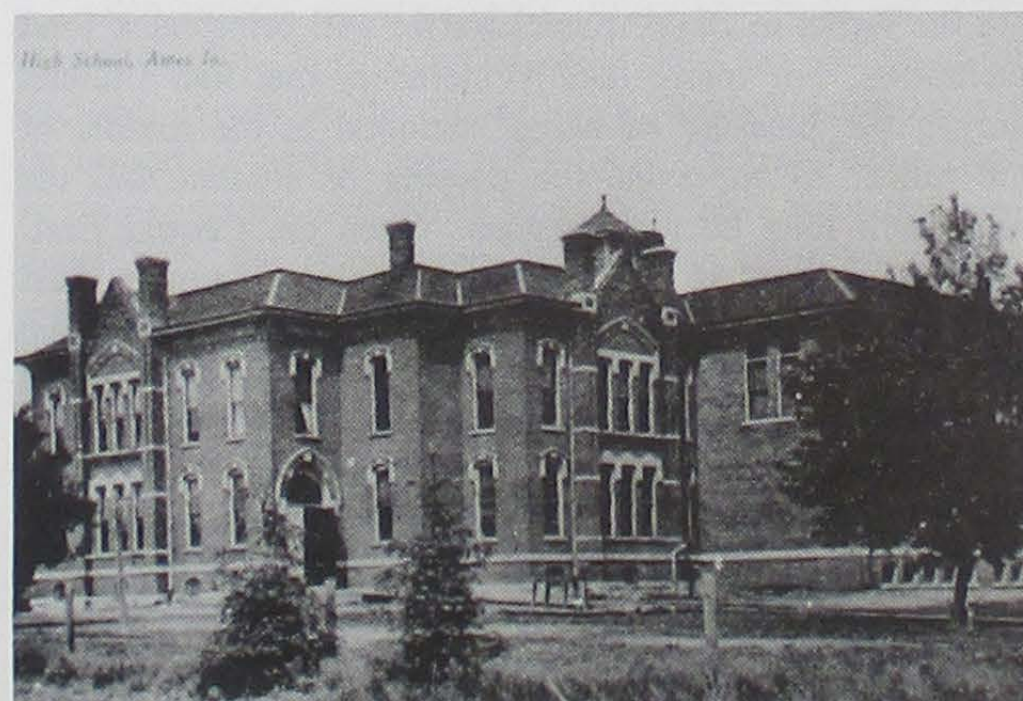
The name of Central has its roots dating back to the 1880's. The growth of Ames as a community was in part due to the location of Iowa State University and the Chicago-Northwestern Railroad. In March of 1880 at the regular school election, the board asked for and received permission to build a new schoolhouse. In 1881 on the present site of Central Junior High school, the first brick schoolhouse "Old Central" was opened. Within the short span of six years the expanding enrollment had outgrown the school building. In 1900, an addition was added to "Old Central" for \$1,000 and contained four more classrooms and a large assembly or study hall. In 1910 this addition was condemned and for the next 25 years heavy timber provided additional support for the condemned rooms. Students avoided rhythmic activity such as marching and clapping which might set up catastrophic vibrations. By 1911 with increasing enrollment and crowded conditions it became evident that a new building must be built.

A site directly east of "Old Central" and a half block away was selected. With the close proximity of the two buildings the outside heating plant could be used for both buildings. An auditorium seating 700 people, a gymnasium in the basement, laboratory rooms, a large assembly room to accommodate 150 students, ten classrooms, superintendent's and principal's offices, rest rooms, library, botany room and domestic science and manual training rooms were the outstanding improvements in the new high school built at a cost of about \$75,000. A tunnel connected the two buildings with their shared heating plant.

"Old" Central was remodeled in 1930 but due to increased enrollment was razed in 1937, and a new high school was built on the site. The razing of "Old" Central caused some space problems. Consequently it was necessary to hold half day sessions for both junior and senior high students in the building across the street. The new building contained an auditorium, gymnasium, and regular classrooms.

The three-year junior high school system had a gradual beginning in 1923-24 and reached its goal in 1926. The removal of elementary students from "Old" Central was made possible with the construction of Roosevelt school. "Old" Central became exclusively a junior high school with seventh, eighth, and ninth grades.

The new Ames High School built in the 1960's was located at 16th and Ridgewood. In 1962, when high school classes moved out to their new building, the old high school at Sixth and Clark was renamed Central Junior High School, and the building across the street, formerly called Central Junior High, was named Central East-Wing.





## CENTRAL JUNIOR HIGH 1962

The year was 1962. Central Junior High moved to a new home across the street from its location at Sixth and Clark. The Ames High School building was renamed Central Junior High School and the old Central Junior High became known as Central East-Wing. Classroom space was shared by the junior high and senior high school for several months as the new high school building at 20th and Ridgewood was completed. High school classes were held from 7:30-12:00 and junior high classes 12:30-5:00. The move into the the larger building provided the needed space for an expanding school population. For a short period of time in Central's history, 6th grade students shared classroom space in the East-Wing. Enrollment for the year of 1962 was 748. During the next decade Central's enrollment would peak at 853 students in the 1968-69 school year. At one time classes were held in church basements to accommodate the overflow of students. Official figures show that enrollment began its decline after the 68-69 school term. The figures listed are official count days taken by the Ames Community School District during September of each year.

1962 - 748	1972 - 789	1982 - 565
1963 - 717	1973 - 796	1983 - 531
1964 - 772	1974 - 806	1984 - 464
1965 - 777	1975 - 776	1985 - 385
1966 - 815	1976 - 733	
1967 - 822	1977 - 657	
1968 - 853	1978 - 656	
1969 - 805	1979 - 598	
1970 - 809	1980 - 619	
1971 - 784	1981 - 556	

Passage between Central and Central East Wing was gained via a tunnel that passed under Clark street connecting the two buildings and providing access to the heating plant. For years the tunnel was used by students and monitored by faculty. For many, the prank of turning out the lights in heavy tunnel traffic will bring back fond memories. For many faculty members that had "tunnel duty", the pleasure of being stationed in the middle of the tunnel to supervise the passing of student and the noise will long be remembered. When the Central East-Wing was razed in 1981 the tunnel was no longer used for pupil passage but was still used to carry heat from the boiler to Central. The closing of the tunnel marked the end of a Central trademark.

The Central East-Wing housed classes primarily for the seventh grade. In addition to seventh grade math, science, and English, industrial art, band, chorus, and the first special education classrooms were located in the building. The gymnasium was used for the lunch room until 1981. With the razing of the East-Wing renovation was necessary in the Central building to house the lunch, and industrial arts rooms. The industrial arts room was

relocated in the basement, a weight room was added in the gymnasium, modifications were made to accommodate the lunchroom in its present location, and a portion of the auditorium was redesigned to accommodate the band room whose home had been in the basement. Former band members may remember their practice room being flooded during wet weather periods.

Three principals have served Central Junior High since 1962. Lloyd Eilts served as principal until the 1973-74 school year. He was followed by Don Carlson whose tenure lasted until the 1982-83 school year. Carlson was succeeded by Mary Sterling, current principal. Changes that have occurred in curriculum, school philosophy, and staffing during each principal's tenure of leadership, are recorded in part in the history of each department by present staff members elsewhere in this book. Each has made an impact on the shaping of the current philosophy, which provides today's student with the best education available. Central Junior High has benefited from their interest in providing the school with the leadership necessary to attain the high quality of education Ames residents have come to expect and indeed at times take for granted. Proof of the quality of our educational system is the Excellence in Education Award received by the Ames Public School during the 1982-83 school year. This prestigious award was made possible by the dedication of administration, faculty, support staff students and parents in the district.

A building is just a building, some with lots of character, some with very little. When students, faculty, support staff, parents, and alumni are added, the character of a building begins to be molded, each being a partner to the other in the shaping of the loyalties and the pride one feels in the building. Central Junior High has enjoyed the loyalties of both present and past faculty, students and staff personnel. Without the dedication of all individuals involved with the coordination of school academic and activities, Central Junior High could not and would not have achieved the reputation it has enjoyed over the years.

Parents have played a key role in shaping the character of the building by their participation in the Parents Advisory Committee, the Central Parents Council and the support of school activities. As budget cuts forced the school district to discontinue activities, parents from both junior high schools filled the void created by the cuts by forming a new organization called CAPS, Co-curricular Activities Program Support group. Dues were established at \$5.00 a year per family. Each year monetary contributions, raised by special projects and dues, have been made to the two Ames junior highs, to help fund activities for students. In addition parents have made a monetary contribution to the school system by donating their time volunteering their services to help staff various activities.



Traditions too are a part of a building. The Welfare Drive has become a Central tradition. A long standing tradition for Central teachers and support staff is the annual Christmas party and Spring Breakfast. The Blue and Gold colors, the school name, Whirlwinds, made the move across Clark street in 1962. The building needed the Central touch so in 1965, a student, Billie Duncan, designed the tile mosaic Whirlwind mascot in the school lobby. The Central Loyalty and the Central Pep songs will bring fond memories to many as the words are recalled here.

#### CENTRAL LOYALTY SONG

Oh, give a cheer for dear old Central;  
 loyal, brave and true;  
 Rah! Rah! Rah!  
 Fight for what she stands for;  
 cheer for the gold and blue;  
 Yea! Go! Fight!  
 Make our team victorious, over every foe;  
 Let's go!  
 Give a cheer for dear old Central,  
 everywhere we gooo!

#### CENTRAL PEP SONG

Cheer for old Central  
 Central will win  
 Fight to the finish.  
 Rah! Rah! Rah!  
 You do you best boys  
 We'll do the rest boys  
 On to a victory.  
 Rah! Rah! Rah!

The halls are empty, the classrooms bare, the sound of students' laughter and banging lockers have disappeared from the building. This book is the final tribute to a building that has been stripped of its character. But it was done with style.

### Activities



Give me a "C"..... "We're from Central and couldn't be prouder".....

Pep rallies, sports events, musicals, band concerts, school parties, Spring Social, and clubs are the litany of exciting events at the junior high. School activities are an important part of any school and Central Junior High is no exception. Activities and clubs have provided students with the opportunity to increase their knowledge and skills in a chosen area of interest.

The Student Council over the years has not changed from the stand point that it is the governing body representing the student population. During the early years officers and members were elected to serve on the student council for an entire year. To afford more students the opportunity to gain experience in a leadership role beginning in 1978-79, council members were elected on a semester basis. Co-presidents were elected by popular vote after candidates conducted a campaign and presented a platform in speeches to the study body.



Students interested in music were fortunate to have a variety of activities to choose from. Fall and spring chorus and band concerts were presented for students, parents and friends. Although chorus is scheduled into the student's day, participation in a school musical or operetta requires practice time outside of the normal school day. Chorus has been divided by grades and in the early years by boys and girls. Decreased enrollment brought about the combining of 8th and 9th chorus.

Over the years students have had the opportunity to participate in Concert Band, Stage Band, Orchestra, and Jazz Band. Students have had the option of joining the band with practice being a part of their academic schedule. During peak enrollment periods the band was divided by grades. As enrollment figures dropped, 8th and 9th grade bands were combined, however, 7th grade band has remained separate.

School parties have always been a popular way for students to socialize. In the 60's parties were held after school and were called mixers. One mixer was held each semester by grade and by homeroom. An all school party was held at the end of each semester. In time the mixers became "all" school parties with four being held each year. Highlighting the social calendar of the ninth grade year was the annual Spring Social. Traditionally, this party is for the ninth grade only and revolves around a chosen theme. Class members organize, decorate and attend this special evening. Each year a party with special events is planned for each grade on the last day of school. A "must" for the day is the signing of each others Echo yearbooks. Whether it is called a mixer or party, the purpose of school functions remain the same, to give the students a chance to get to know each other better.

Clubs have come and gone, some have remained but function under a different name. During the early 60's teachers, as a part of their contract, were required to sponsor a club or interest group. The duration of the club's existence depended on its popularity.

In the 60's a large number of clubs provided varied interests for students to choose from. The Fire Squad was a carryover from the early 1900 when hallways in the condemned school building were monitored by Fire Squad members to keep students from rhythmic activity such as marching or clapping which might set up catastrophic vibrations. The Fire Squad at Central monitored hallways and grounds. It was their responsibility to keep students from littering and to help maintain order. Fines of 25 cents could be assessed for a violation. The club was dropped in the late 60's.

School spirit was promoted in the 60's and 70's by members of the Pep Club and cheerleaders. Membership consisted primarily of, but was not limited to, girls. The Pep Club was governed by a group of officers. In the late 70's the Pep Club was disbanded. Cheerleaders have continued to be an important part of Central Junior High helping to promote school spirit at school activities.

In the early years of Central the GAC, Girls Athletic Club, provided 7th, 8th and 9th grade girls an opportunity to participate in intramural sports prior to the advent of the competitive program. The GAC elected officers each year to provide leadership for the club.

The first Echo year book was printed in the 1964-65 school year. The cover was white with a blue Whirlwind. Prior to the first publication, the school year was recorded in what was known as a memory book.

Clubs that have been a part of Central's history are: Drama, Art, Ushers, Photography, Projection, Library, Slide Rule, Science, C'ettes, Chess, Twirlers, Rocket, Astronomy, Ecology, IMC, Audio Visual, Flag Corp, Echo Staff, "C" Club, Newsletter, and Media. All were started to fill a need; likewise, as interest waned, another club was formed to fulfill the current need and the old disbanded.

Each year to help promote rapport between students and teachers, a student/faculty "talent" assembly is held. This assembly, usually held in conjunction with Welfare Drive Week, is "just for fun" and affords teachers and students a chance to get to know one another on an informal basis.

During the 1985-86 school year activities available for student participation were: Student Council, Chess Club, Media Club, Echo Staff, Newsletter, Flag Corp, Plays, Musical, Welfare Drive, 9th Grade Ski Trip, Academic Bowl, Intramural Sports, Competitive Sports, Cheerleading, Band and Chorus.

What does a Mr. Legs Contest for the male faculty, a Ms. Arm Wrestling event for women faculty, a dunk tank and a chili supper have to do with a former Central Junior High student named Len McGilliard? All of the activities are ways Central students have used to raise money for an activity that is unique to Central Junior High, the Welfare Drive. On February 20, 1976, an Iowa State University freshman named Len McGilliard died of leukemia. Len was an Ames High School graduate and spent his junior high days at Central. He was described as "fun loving and determined to live. He was willing to do all he could to best the illness". In the words of his nurse "Len wasn't able to, but I think you students have overtaken his vow to best this".



The student body has raised \$21,265.41 over the ensuing years. For 12 years, beginning in 1974-75, the student council, with an appointed Welfare Committee, have organized a series of events as varied as the imagination, to raise money for a selected charity. The first year the fund reached a goal of \$1776.00. This was donated to the American Cancer Society. This tradition would continue until the last Central Welfare Drive during the 1985-86 school year. A number of organizations have benefited from the generosity of the Welfare Drive over the years. A list of recipient follows:

1974-75	American Cancer Society
1975-76	Mary Greeley Auxiliary
1976-77	Len McGilliard Memorial Fund
1977-78	Len McGilliard Memorial Fund
1978-79	Len McGilliard Memorial Fund
1979-80	Iowa Shares
1980-81	Len McGilliard Memorial Fund
1981-82	Len McGilliard Memorial Fund
1982-83	Len McGilliard Memorial Fund
1983-84	Len McGilliard Memorial Fund
1984-85	Len McGilliard/Todd Johannes Memorial Fund Adolescent Psychiatric Care Unit Mary Greeley Hospital
1985-86	Len McGilliard/Todd Johannes Memorial Fund Missing Children Fund

In 1978 the Len McGilliard Fellowship was established to support the research efforts of cancer specialist, Robert D. Gingrich MD, University of Iowa. On several occasions Central students along with representative from two Iowa State University Greek organizations made trips to Iowa City to present a check to the leukemia research project. Early monies were used to purchase research equipment at the hospital.

In 1984-85 the memorial fund was renamed the Len McGilliard/Todd Johannes Memorial Fund, following the death of Johannes, a student then attending Central.

The 1985-86 Welfare Drive, the best in the school's history, raised a total of \$3500.00. The year long effort closes out 12 years of laughing and sharing, working and caring, giving and loving, which has reached far beyond the school called Central and left a touch of hope that will continue to live.

It is the purpose of an activity sports program to provide leisure time and recreational experience that have both immediate and carry-over value for the participant. A competitive and intramural sports program has been offered at Central over the years. Participation in activities by as many students as possible has always been encouraged.

Competitive sports have undergone many changes over the years. The most significant change in athletics at the junior high level was the expansion of activities, particularly the addition of competitive sports for girls in 1973-74. Interscholastic basketball and track was added to the program for the first time for eighth and ninth grade girls. This program provided students a means of involvement on a competitive level that had not been available to them before.

Interscholastic sports offered in the 60's included football, wrestling, basketball and track for boys. The GAC, Girls Athletic Club, sponsored intramural basketball for 7-8-9th grade girls' after school participation. During the 60's an intramural program provided students in all grades the opportunity to participate in football and basketball. Sports included in the interscholastic schedule for the 1985-86 school year for 8th and 9th grade boys were football, wrestling, basketball, and track. Girls sports included basketball and track. Students in ninth grade interested in cross country, swimming, gymnastics, soccer, baseball, tennis, golf and softball participated by practicing and competing with the Ames High School teams. The intramural schedule for 1985-86 included football, volleyball, soccer, wrestling, gymnastics, basketball and track. In the intervening years in addition to current sports offered, such sports as softball, and modern dance were also offered.

Changes were also made to reflect budget and philosophy. Interscholastic competition for 7th and 8th grades was dropped for one year in 1982-83. Interscholastic competition was resumed the following year for the 8th grade.

At one time the 9th grade teams of Welch and Central were combined. In 1982-83 the 9th teams were separated and competed as individual schools once again.

Alumni of Central Junior High may remember the "C" Club. This club was open to boys that had earned membership according to established standards. Points were earned by participation. Membership was normally gained in the 6th season of participation in any sport. The earliest one could be initiated was in the 8th grade.

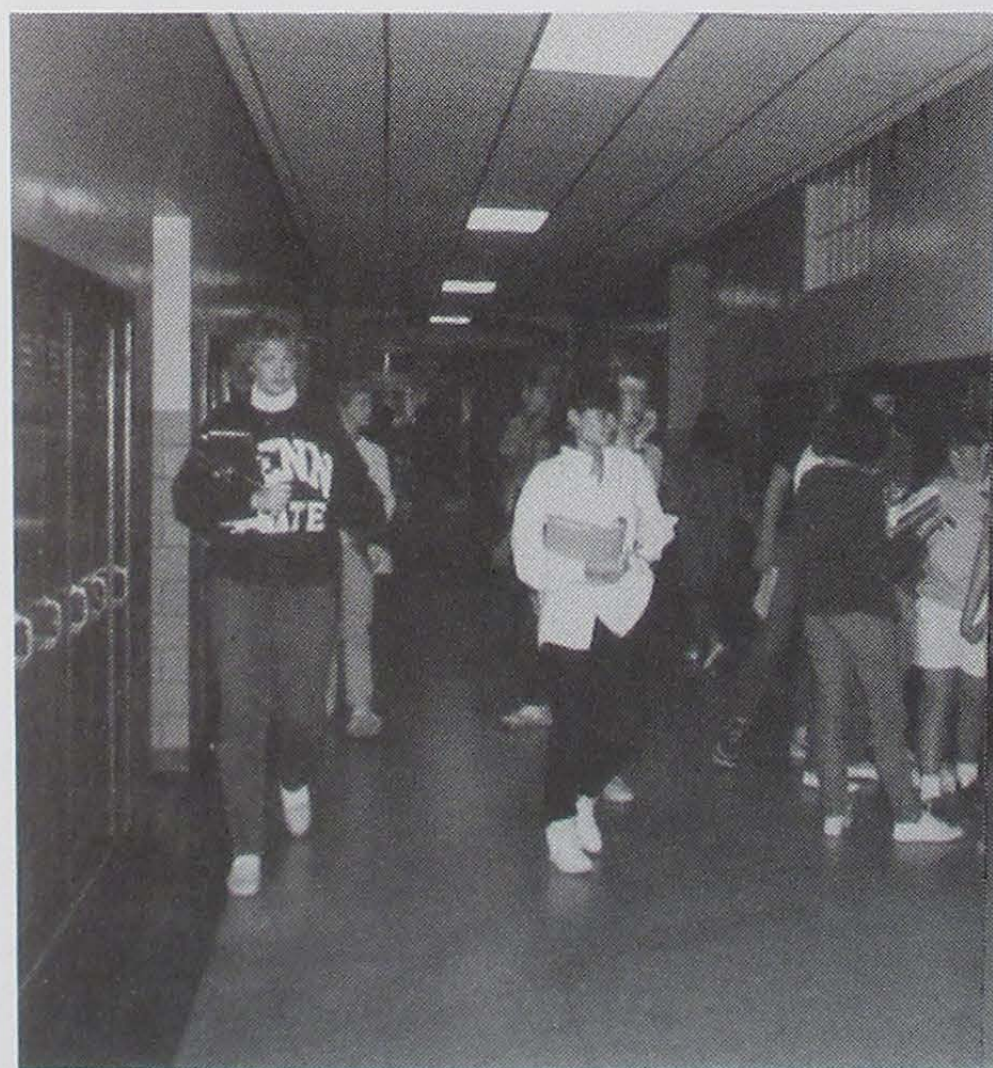
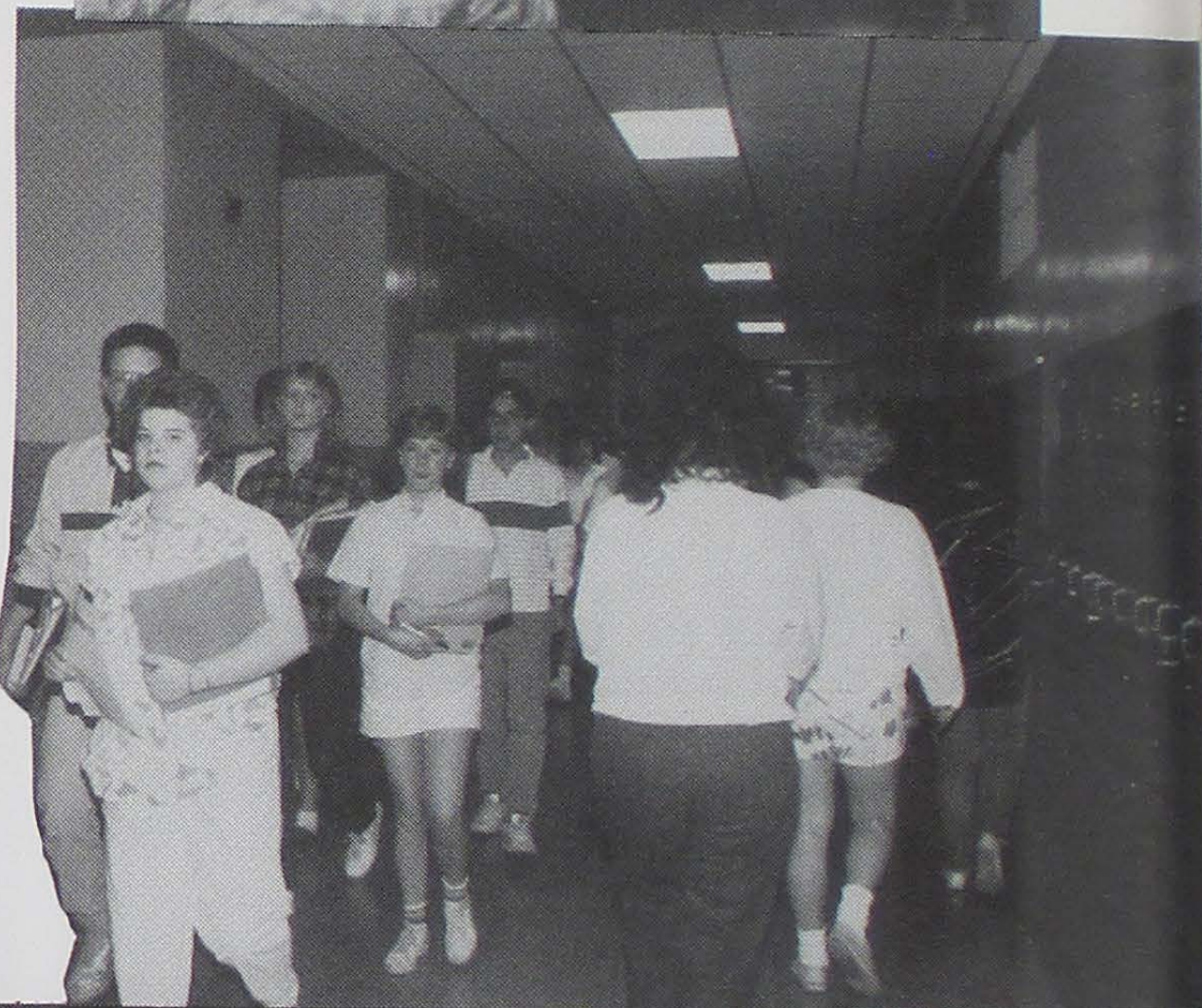
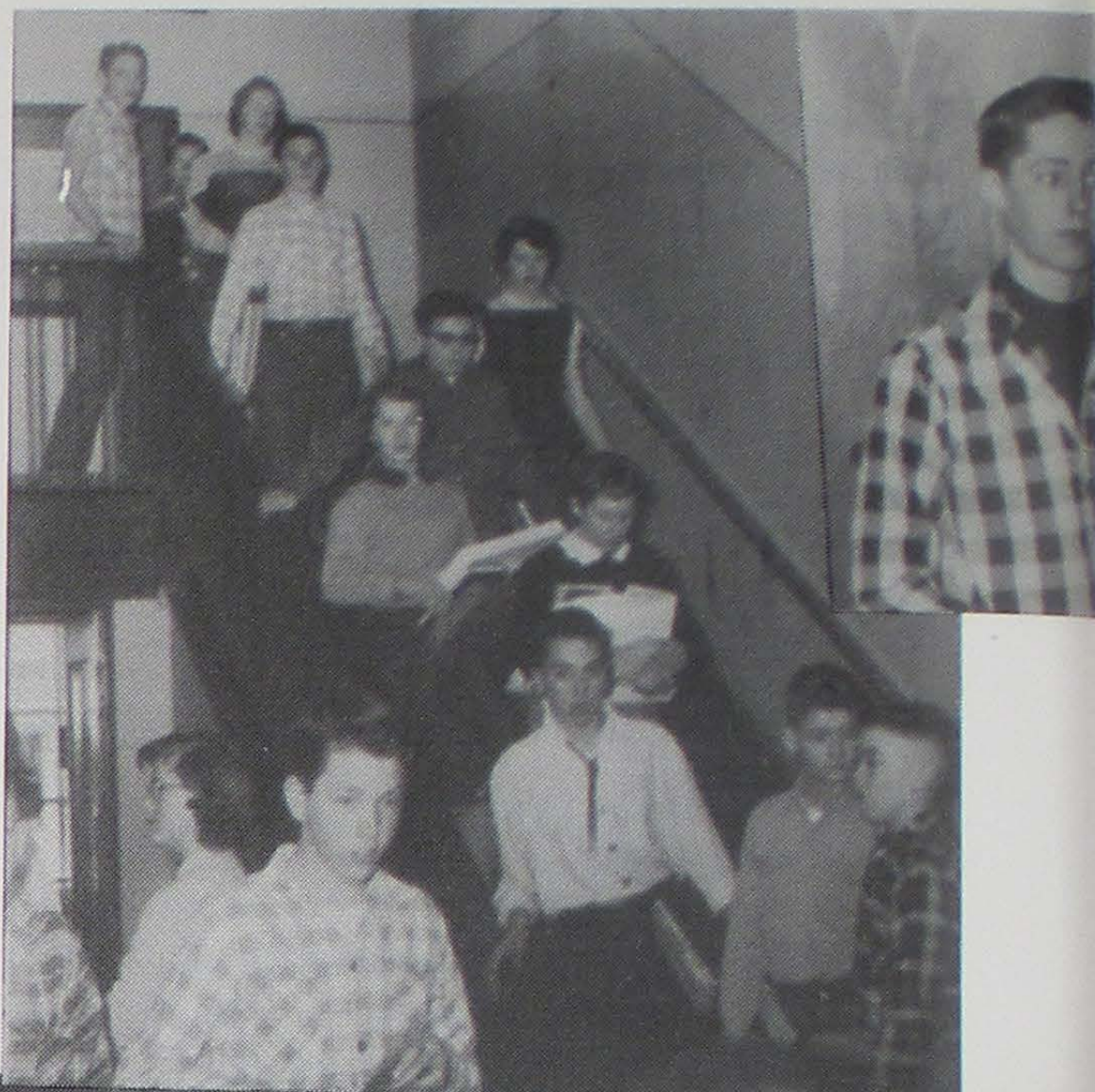


To be initiated a student had to earn numerals in three sports, two minor "C's" in two sports and a "C" in the 6th seasons of participation. Members were given a lifetime card admitting them to all future sports activities at Central Junior High.

The "C" Club was discontinued in the mid-sixties. In later years to encourage participation in athletics the "C" award was given to any student who had 100% attendance at practices and games and the Gold, Silver, and Bronze awards were begun. Students who earned "C" 's in 10 seasons (minimum of 3 each year) received the Gold award. The Silver award was earned by students who received "C" 's in at least 7 seasons (minimum 2 each year) and the Bronze award was received by students who were awarded "C" 's in at least 5 seasons (minimum of 1 each year). Students who have earned the Gold, Silver, or Bronze award can be justly proud of their accomplishments.

The percent of students involved in activities remained high throughout these years. Central is proud of the many students who have participated and benefited from its activity programs over the years. Many of these students have made valuable contributions to the Ames High School sports programs, bringing with them the spirit and skills they acquired at Central Junior High.

Activities help build school spirit. Participation in or support of an activity helps students build pride in their school. Central can be proud of the many activities offered and the leadership qualities students have experienced over the years in assuming leadership roles in various clubs and activities.





## Academics

### ART

Art education in the Ames Community Schools began with a staff of two people. One person was a junior-senior high instructor, the other person was a junior high instructor and also the elementary art supervisor. Classes at the secondary were grouped due to understaffing.

In 1957, the Ames Schools expanded the art program by providing certified art teachers in the elementary schools. This enabled expansion of the art program at the junior-senior levels in the 1960's. Because of this expansion greater flexibility and choice of courses became possible. Until the 1980's, only seventh graders were required to take a nine-weeks course of study which included drawing, ceramics and painting. The eighth grade could elect a nine weeks course of study which included research, printmaking and sculpture. Ninth graders could choose either 2-dimensional expressions through drawing, painting, printmaking, fiber, photography and commercial design or 3-dimensional expression through sculpture, ceramics and jewelry.

Since the beginning of the 1980's both seventh and eighth graders are now required to take a nine weeks course of study in art. Ninth graders are still offered the 2-D and 3-D electives which accrue high school credits.

Prior to 1968 the art department had classroom space in both Central and Central East Wing. Neomi Cook headed the department with the help of a half-time person. Due to increased enrollment another instructor, Bob Anderson, joined the art staff. With the retirement of Neomi Cook, Susie Petra was hired. In the following years, Claude Smith and Rose Agnew taught in the art department. Declining enrollment in the district reduced the position to one full-time teacher.

Enrollment may have altered the number of instructors and the space, but, thanks to quality art teachers, the curricula and the range of experiences offered, has steadily widened and deepened.

Believing that works of art need to be experienced by others, the Art Department has always taken opportunity to exhibit student work, both in the building and in public places. Exhibits have been displayed at the Octogan, Scheman Center, Gateway Center and the North Grand Mall. Since 1976 Central students have entered

their work in the Scholastic Art Exhibit, a prestigious judged show. Central has had 226 pieces accepted in this exhibit, 58 gold keys for outstanding work, 46 blue ribbons awarded. From the 46 blue ribbons awarded and taken to the national show, 2 national honorable mentions and 2 national winners have been awarded. Recent awards include 1st and 2nd place in the Photograph Iowa Educational Media Association's Student Media Festival Contest.

Now society is faced with a multitude of possible reasons for teaching art, all of which may be valid in one situation or another. Some reasons began in prehistoric times while other reasons have been thrust upon us by recent technological developments. A successful art program is also based on a new consciousness about art in society and about art as an important part of social change. It is the hope of the department that a growing consciousness concerning art's role in the fabric of society will continue and that all students will receive a well-rounded foundation in art, the oldest of human communication.

Susie Petra

### ENGLISH

The philosophy of Central's Language Arts Department has been basic and unswerving. Educational reforms and innovations, administrations, teachers and students have whirled through the halls of Central and disappeared into the gradebook of memory, but the goal of the Language Arts Department has remained to "teach the skills necessary for written and spoken communication" by maintaining and developing in each student the communicative arts of listening, speaking, reading, writing and studying.

From the high-water mark of the late 60's and early 70's when the department boasted eight fulltime teachers to the final ebb where four and two-fifths teaching positions remained, the Language Arts staff carried forward the curriculum in four grade level courses. The seventh grade reading program emphasized study skills, especially the SQ3R method. Through various types of literature students reviewed the concepts of main idea, comparison and contrast, elements of a short story, and other literary devices to enhance their reading technique. A strong point of emphasis was the reading across a broad spectrum of topics, types of literature, and authors.



The course work in seventh grade English was designed to level out the basic communication skills brought in by students from as many as eight different elementary schools. Emphasis during the seventh grade year was on writing paragraphs containing more than two or three sentences and developing them into logical units of thought and composition. Seventh grade students focused on the personal narrative in their writing, a theme which integrates writing skills into concern for social, emotional and physical growth.

The major points of emphasis in the eighth grade English program were a review of basic study skills along with literary appreciation through analysis of the elements of the short story, an introduction to speech, and an enrichment of paragraph writing skills. Eighth grade English was looked upon as a year of review of the basics and of preparation for high school work.

Ninth grade English continued to build in the areas of study skills, grammar, mechanics and composition. Special emphasis in the ninth grade year was given to speech, the novel as a literary form, and an introduction to classical literature. Ninth grade English students also wrote and produced the Central Newsletter, an informative publication intended for parents and friends of the school, and the Central Scene, a literary and entertainment publication directed at the student body.

While the philosophy of the Language Arts Department was grounded in a strong commitment to basic skills, the implementation of that philosophy remained flexible and innovative. Change, development and experimentation continued to season each year's language arts diet.

The multitext approach to classroom instruction ordained by the administration during the educational upheavals of the late 60's survived the pendulum swing back to the more traditional strategies of the 80's. Although a grammar and composition textbook was obtained for each eighth grade student in the 1984-85 school year, most classes continued to operate with classroom sets of textbooks, periodicals and learning packets.

A new spelling program based on the Cedar Rapids Community Schools spelling program, *Improving Spelling Performance*, was initiated through the English classes in the fall of 1977. Each student was leveled into a spelling group appropriate to his/her spelling ability and challenged to improve. Procedures and word lists were continuously improved over the years and the completely re-

vised edition of *Improving Spelling Performance* was introduced in the fall of 1983. The spelling program became a schoolwide academic project in the 1978-79 school year. The program was implemented through the homeroom organization, conducted by the homeroom teachers and coordinated by the English Department Chairperson. Some waning of student response to the non-graded approach of the program resulted in one further modification initiated in the fall of 1984. Spelling became a two-tenths credit class with nine weeks and semester grades included on the student report cards.

In the spring of 1976, in response to a perceived need to provide certain students with additional exposure to basic language arts skills and to offer most students the opportunity to explore areas of language arts in greater depth, a Language Arts Pilot Program involving two sections of ninth graders, two sections of eighth graders, and four teachers was conducted. The success and positive reception of this pilot program resulted in the foundation of what came to be known as the "English Elective Program" the following school year.

Beginning with the second semester of the 1976-77 school year the pilot program was expanded to include all eighth and ninth graders. A teachers' aide was added to the department to assist the four teachers in the organization and implementation of what was formally known as the "Central Junior High Second Semester English Program for Eighth and Ninth Grades." The English Electives format allowed the mixing of classes and grade levels, thus varying the program within the established curriculum to insure the development of certain basic skills by all students and to provide the majority with the opportunity to explore special interest areas in depth.

The full Elective Program continued for seven years, gradually shrinking in scope and effectiveness as declining enrollment took its toll on the Language Arts staff organization. The program was reluctantly discontinued at the end of the 1982-83 school year.

The end of the Elective Program proved to be a harbinger of a greater finality to come. To the end, the Language Arts Department continued to nurture sound communications skills secure in the conviction that those skills are the foundation of every good education and every successful life.

Barbara Baker



## FOREIGN LANGUAGE

When Central Junior High took over the former Ames High School building in 1962, the language program consisted of ninth grade Latin and German. This basic program continued through the 1965-1966 school year.

In the 1966-67 school year German disappeared from the program, but Latin continued. Ninth grade French and Spanish were introduced into the foreign language program at this time and have continued to be taught to this very day.

In the 1968-69 school year, French was not only taught at the ninth grade level, but was also offered as an elective to the eighth graders. The following school year of 1969-70 saw French being offered to the seventh graders also. During this time Latin and Spanish continued to be taught at the ninth grade level.

The 1970-71 school year was the first year that French and Spanish were offered at all levels (seventh, eighth, and ninth grades). It was also the last year that Latin was offered to the ninth grade. The French and Spanish program for the seventh and eighth grades continued for several years during the early 1970's.

During the school years of 1976-77, 1977-78, 1978-79, and exploratory foreign language course for the eighth grade replaced seventh and eighth grade French and Spanish. This one semester course was offered to eighth graders as an elective. It explored the culture and geography of France, Spain and hispanic countries, and Germany. Simple conversation, vocabulary and sentence structure were taught. Many guest speakers and games were used in the teaching of the exploratory course. At the end of 1979, it was decided to drop the exploratory foreign language course. French and Spanish continued to be taught at the ninth grade level.

During the 1982-83 school year, ninth graders had the opportunity to study German as an elective. German was taught in the 1982-83 and 1983-84 school years; however, due to the low number of students registered and budget cutbacks, German has not been taught since the 1983-84 school year.

During the past twenty years foreign language study has changed its emphasis. In the early sixties, reading, grammar, and structure were stressed. By the middle of the sixties, the audio/lingual aspects of language learning were being emphasized. Today there is a well-balanced foreign language course stressing listening comprehension, speaking, reading comprehension, writing and cultural understanding of the countries in which the language is spoken. Students are encouraged to start using their new language immediately and to work hard to use it

correctly. Students who are able to work at a faster rate are encouraged to do so. Students are always encouraged to continue long term study of a foreign language. It takes much repetition, drill, and use of a language to become a skillful speaker, reader, and writer of any language.

Toni Woodman

## GUIDANCE

In 1962, when much of the junior high moved from old Central across the street to this building, the counseling staff consisted of two full-time counselors, Helen McCord and John Madden, assigned to girls and boys of all three grades. The counselors worked individually and with groups of students in conjunction with the homeroom system. Because of the increased enrollment, a third counselor joined the staff. Larry Zwagerman, officed in the East Wing building, counseled all seventh graders. Helen McCord retired in 1975, and Mary Acuff became the eighth and ninth grade girls' counselor.

With the passage of the Title IX law and its stress on equal education for boys and girls, it was no longer feasible to continue to divide counseling assignments on the basis of sex. At this time a new concept of grade counselor/coordinator was introduced into the junior high system. Starting in 1977, each counselor was assigned to a grade level and continued with the same group through the junior high years - grades seven through nine. In addition, test administration, administering the special needs program, organizing tutorial services, and various other duties were added to the counselor/coordinators' responsibilities. When the junior high school administration was reorganized, and each junior high school was assigned one principal in the fall of 1983, counselor/coordinators undertook additional responsibilities, including certain aspects of student management.

In 1984, Larry Zwagerman moved to the Ames Senior High School and Carolyn Brockman became the ninth grade counselor/coordinator. With decreasing enrollment, the guidance staff was reduced in 1985-86, and Mary Acuff and John Madden shared the responsibilities for all three grades during the final year of Central Junior High.

Mary Acuff

## HISTORY

Social Studies has been perceived in the Ames Community Schools over the years as a basic subject of the curriculum that (1) derives its goals from the nature of citizenship in a democratic society that is linked to other nations and peoples of the world; (2) draws its content primarily from history, the social sciences (anthropology,



economics, geography, political science, psychology, and sociology) and, in some respects, from the humanities and natural science; and (3) is taught in ways that are sensitive to personal, social, and cultural experiences and developmental levels of the learners.

In 1973, the 7th grade social studies moved toward a multi-text approach and an introduction to the social sciences which includes geography, political science, environment and energy, anthropology, psychology, sociology, economics and futures. Project Business was introduced in the 7th grade economics unit in the 1984-85 school year. Businessmen and women from the community compliment this unit with their cooperative teaching.

Central's 8th grade social studies has over the years included United States studies from 1783 to the present. The ninth grade curriculum has been World Studies which includes United Nations, Latin America, Asia (India, Japan/Korea, China, Southeast Asia), Europe, Mid-East and Africa.

The department has studied their curriculum carefully during the 1985-86 school year and has proposed changes to be implemented in the 1986-87 school year. With the exception of more geography in the 7th grade, the 7th, 8th and 9th grade curriculum will remain the same.

The Social Studies department has traditionally engaged in other activities and complimentary units such as ECO (Environmental Curriculum Opportunity), career education, newspaper activities, substance abuse awareness and multicultural awareness.

## HOME ECONOMICS

Before the present Ames Senior High School was finished, senior high home economics was taught in one room and junior high home economics was taught in the other room with an office between the two in the building now known as Central Junior High School. Teachers were employed by both the Ames Community School District and the Department of Home Economics Education of Iowa State University, each paying in proportion to the amount of time of employment by each teacher. In 1966 the university paid one-third salary to the two home economics teachers, and two-thirds salary was paid by the school district. Each teacher supervised two student teachers at a time, with six for the school year and seven if the occasion arose. All students majoring in home economics education at Iowa State University observed Central home economic students. No boys were enrolled in the courses. The eighth and ninth grade courses were semester length courses (18 weeks). Students elected the ninth grade classes, being able to choose a semester of foods and nutrition or a semester

of textiles and clothing or both. Enrollment and interest in the program made it necessary to hire an additional part time teacher to aid the two full time teachers in the early 1970's.

In 1969 a curriculum guide was developed by the home economics teachers for use by both Central and Welch Junior High schools so students going to Ames High School would have been taught the same materials and skills. When Title IX passed eliminating discrimination, all boys and girls were required to take home economics in the eighth grade. They had nine weeks in the clothing lab with clothing construction and care being taught along with housing, and nine weeks in the foods lab with foods and nutrition and child development being taught. Emphasis was placed on the use and care of the sewing machine, and simple garments or projects were constructed. Planning and preparation of breakfasts and luncheons were taught along with kitchen equipment and management. Babysitting techniques were explored and pre-school children were invited to class in order that physical, mental, environmental and social development of young children could be observed. Substance abuse and human sexuality were added to the curriculum, and the school nurse and juvenile officer helped make these topics relevant and current. Ninth grade boys elected both foods and clothing classes and the curriculum was updated to make these classes truly co-educational.

Over the years classroom space has remained the same. The department was remodeled in the early 1970's and all the sewing machines were placed in the clothing lab and the foods lab had five well-equipped kitchens. A demonstration table with mirror and a window fan were added to the kitchen area.

In the fall of 1986, due to decreased enrollment and budget reductions as well as additional electives, Central had one home economics teacher. Curriculum was rewritten with emphasis on fabric selection and care, consumer education, budgeting and management, computer analysis of the diet, planning meal and nutritional snacks, family relations, and use of space in housing.

Many exciting learning experiences in home economics will be remembered by faculty and students who have attended Central Junior High during the last 24 years. Perhaps one of the more notable ones was the winning of nine of the eleven awards at the Make It With Wool Contest at the district level in Des Moines in October 1971. Ames girls were awarded first, second and third places. Nineteen fashion shows were held at White's Spectator Shop on Main Street in Ames over the years. The community has been a vital resource in support of our quality education.

Polli Malone  
Chairperson - 1966-80



## INDUSTRIAL ARTS

When Central Junior High School began to exist the Industrial Arts Department contained 3 full time teachers. One teacher taught drafting and woodworking in the "Central" building as nine week units, a second teacher taught metalworking and electricity/electronics in the "East Wing" building. These four units were required of all eighth grade boys. A ninth grade teacher provided instruction in drafting plastics/art metal, power mechanics, and woodworking as a one year elective in both buildings.

The Industrial Arts curriculum continued this way until the 70's when many, many changes took place. As a result of Title XI, the 8th grade program was cut in half so as to accomodate all boys and girls. Even though now only one semester was provided for instruction to all students, the program continued with electricity, metalworking, drafting and woodworking. The mid-70's saw further reduction as 2 1/2 staff members were used for instruction. This eventually shrank to 2 full time staff members by the end of the decade. By this time the "East Wing" building was history and the old bandroom in the basement of Central became an industrial arts lab.

Changes in the 9th grade curriculum also took place as this elective was split into two 1 semester courses. Toward the end of the 70's three semester electives were provided and eventually each of the original nine week units became full semester electives.

By the mid-80's the staff had decreased to 1 member and 9th grade electives were presented only when enough students to make an acceptable class size could be found.

Dick Lang

## LIBRARY/MEDIA CENTER

In the fall of 1962 the new Ames Senior High School facility was opened and the former senior high school became Central Junior High. The northern end of the library housed a large study hall and the southern end of the room was used as a library. In 1962 the book collection was very small and there were few materials that supported the curriculum. Geraldine Christopherson, the libraian, was instrumental in beginning to build the Central Junior High print collection. Audiovisual materials were not part of the school library in the early 1960's. The philosophy of the school library was very traditional and print oriented.

In the later 60's the Ames school system began advocating and supporting the concept of multi-media lib-

raries in each building and the fall of 1970 was a turning point for the Central Junior High Library. The building of a multi-media collection began. A new professional and two clerks were added to the IMC staff to handle the expanded services of the IMC. The facility was not the only recipient of a new name, Geraldine Christopherson's title became IMC Director and Rick Johnson, the new professional member of the staff, was given the title of AV Coordinator.

In the late 70's some more changes took place in the Central IMC. Titles were again changed. The IMC became a media center, and the two professional staff members became media specialists. Susan Hayes, media specialist, was instrumental in integrating the print and nonprint materials into one collection. The Area XI small media lease program was implemented at this time and broadened the non print collection. In addition to the fully integrated media center collection, the media center contained a large periodical collection, with many of the periodicals also available on microfiche. The media center provided support for the curriculum through the multi-media collection and scheduling of classes into the media center. Another support staff member was added to the media center "team" - a full time secretary, Dianna Cable.

In the early 1980's the Ames schools had to make budgetary cuts. The junior high media centers lost staff at that time and one of the full time professional positions was cut to a half time position.

Computers have also played an important role in the media center of the 1980's. Three Apple computers are available in the Central media center for student and/or faculty use. The computers are on "wheels" and are often moved to the classroom. A computer lab is directly across the hall from the media center. The lab contains Apple and Pet computers. The media specialists are responsible for scheduling the computer lab and help promote its use by Central faculty. The media center secretary uses a professional Apple computer system and many management tasks are now computerized.

There have been many staffing changes since Geraldine Christopherson retired in 1973 and Rich Johnson left in 1974. Successors of Geraldine Christopherson and Rick Johnson have been Cathy Marine, Mary Sterling, Susan Hayes, Pat Brown, Joyce Hamilton and Norma Sisson.

The program and staffing have not been the only changes over the years. The facility has also undergone some changes. A classroom adjoining the MC on the north was changed to a production room. The production room provides the place and materials for teachers and students to produce their own materials for classroom activities.



A small conference room is also a part of the media center facility. Both students and faculty use this conference room for small group activities.

The present staff consists of Joyce Hamilton, full time media specialist; Norma Sisson, media specialist and content area reading teacher; Joan Clark, circulation aide; Galen Moore, production aide; and Dianna Cable, secretary. Although students have access to the media center from study halls during the noon block, the main use of the media center is by classes. Classroom teachers and the media specialists plan together for class use of the media center. Involvement of the media center varies, depending on the unit assignment and finished product. Some units may require using only the materials in the MC while in other units the media specialists may support the classroom activity by introducing new materials and/or teaching media and study skills. During the last two years the present media specialists and several Central teachers have planned integrated units of study, integrating the media and study skills into the specific unit utilizing the media center.

Joyce Hamilton

## MATHEMATICS

The math department at Central Junior High has over the years accepted students of varied backgrounds and provided them with activities for their growth in mathematics.

This subject has been required at all three grade levels over the years. Those students talented in math have had the option to move directly to eighth grade algebra while in the seventh grade and on to geometry while in eighth grade. During their ninth grade they could choose to take math at the senior high school.

Ninth graders could elect to take either general mathematics, pre-algebra, algebra I or geometry. Careers in mathematics were inserted into the curriculum during the course of the year.

The department continues to strive to provide basic mathematical skills which will enable the students to succeed in today's society.

## MUSIC

Music study at Central has always been considered a very important part of the students' lives by the two music instructors, Roger Andersen, band and Curt Renz, choral.

The music department formerly was located in the basement of the school where the present metalworking

and typing classrooms are. Unfortunately, the acoustics were not very good, and the cold musty condition of the basement was not an ideal situation for instruction. During rainy weather the band director and students sometimes were surprised with flooded rooms. Conditions improved with the move to first floor.

Rehearsals were normally held in the morning because athletic schedules presented a conflict in the afternoon. Since school started at 8:30, musical activities started at 7:45. In time, band and chorus activities were scheduled during the day. This eliminated the conflict with athletics. This was particularly helpful when girls' competitive sports were added to an already full schedule. With this change more students joined band and chorus. Today the interest in music has reached new heights. The number of band participants has decreased, but then again, so has the total student population. However, the percentage of students participating in band has increased since 1962.

The music instructors at Central try to provide students with basic skills that they can use and that will help them enjoy music for the rest of their lives. The study of music gives the students a good appreciation of the art.

Musicals, band and choral concerts have played an important role in Central's past. Traditionally, there are fall and spring concerts. Students also have the opportunity to participate in music contests outside of the school.

There were three musicals in the 1960's. In 1966-67, a musical was performed called *Sky High*. The next year was a variety musical which was *Roaring Twenties* review and in 1968-69, *Where is the Mayor* was performed.

No musicals were performed in the 1970's, but they were resumed in the 1980's. A musical melodrama, *The Labors of Love* was presented in the 1981-82 school year. The next year *Teen* was shown for the first time on Central's stage. It was repeated in Central's last year, 1985-86. In 1983-84, *Coming of Age* was Central's attraction. Last year, 1984-85, a sequel to *Teen* entertained the school's audience.

It has been a goal of the department to increase the music file for both band and chorus and to present new and varied opportunities for the students.

Tony Landin  
Student - 1985-86  
Ninth Grade  
Central Junior High



## PHYSICAL EDUCATION

Physical Education classes were segregated according to sex in the early 60's. The gymnasium was divided with girl's classes in one half and boy's in the other. The curriculum consisted primarily of team oriented sports. The only coeducational teaching was the square dance unit. Units were normally six weeks in length. The curriculum taught by two instructors consisted of touch football, speedball, soccer, volleyball, basketball, gymnastics, small games, track, and softball.

Three years of physical education is required of all junior high students by the State of Iowa. Title IX brought about major changes in the physical education department. Introduced into the curriculum were lifetime sports including archery, tennis, golf, cross country skiing, badminton, a weight program, wrestling, and an extensive first aid unit. In the beginning fitness was taught as a unit, but as more emphasis was placed on the President's Physical Fitness program, fitness was emphasized year round. Classes were no longer divided by sex but were coed. With the addition of new sports to the curriculum it was necessary to change the length of time spent on each unit from six weeks to two to three weeks. Activities and sports were taught to increase student awareness in lifetime sports. Increased participation required the addition of an associate to the staff.

Awareness of the benefits gained from being physically fit has altered the direction of our physical education programs. Activities and sports were taught to increase student awareness in lifetime sports, to develop skills, and to prepare students for the selection of an activity at the high school level. In the last 6 years there has been tremendous growth and stress placed on "being fit". The running program has been developed to help strengthen the fitness program. Activities have been tailored to give students an opportunity to experience a wide variety of sports and to help them maintain a degree of physical fitness for their own well being.

## SPECIAL EDUCATION

Each student has specific needs. At Central Junior High School special programs have existed which are tailored to specific and special needs of individual students under the title of Special Education. These programs provide children with various handicaps the opportunity for self development to the fullest extent of their individual physical, mental and emotional capacities. Resource classrooms were available where assistance was available with listening skills, reading, basic math, and attaining personal social skills. Coordination between the resource teacher, classroom teachers and counselors allowed those students to work in the resource rooms and integrate into regular classes if and when capable.

This school year marks the twelfth consecutive year students who have been identified with a learning disability have been provided assistance through a Learning Disabilities Program at Central Junior High. The program started in the school year of 1974-75 when Peggi Laursen was hired to begin a SPURT program. This program was in existence for one year. The next year it became the Learning Disabilities Resource Room Program.

Three years after the beginning of the program a second teacher and resource room was added. Doris Goering was hired for the 1977-78 school year and has remained with the program until the closing of Central Junior High in May of 1986.

There have been two resource room teachers and programs for the past nine years. In 1983-84 Mrs. Laursen transferred to Welch and Sue Peters was hired. At the end of that academic year Mrs. Peters transferred to the high school. Sharon Morford was hired for the 1984-85 school year. At the end of that year Mrs. Morford transferred to the high school and Bonnie Epstein was hired for the year 1985-86. Because of the enrollment, Ms. Epstein is teaching a half day at Central and a half day at the high school. Enrollment played a large part in the transferring of teachers in the last four years.

It should be noted that all Learning Disabilities teachers that have been hired to teach at Central Junior High have had previous teaching experience in special education. They brought with them to the job years of knowledge and innovations for special education students.

The program has changed from two Learning Disabilities Resource Rooms to two Multi-categorical Resource Rooms. These programs serve not only the student with an identified learning disability but students with mild mental and behavior disorders. The Learning Disabilities and Multi-categorical Resource Room Teachers all have their required state certification to teach in special education.

Teachers in the regular education curriculum at Central Junior High have conferenced on many occasions with the Resource Room Teachers about the welfare of the special needs students in their classrooms. The classroom teachers have modified many of their units and assignments to meet the needs of the resource room student.

A program unique not only to Central Junior High, but in the entire state of Iowa was the Orientation/Tutor room. Ames is the site of an excellent drug and alcohol treatment program for young people. An important part of their treatment is a successful return to a regular classroom situation. With special coordination between the treatment centers, the tutor and the faculty at Central, these young people are brought into the building, placed



in the tutor room where they are given an orientation and scheduled for regular classes. As their skills and treatment progress, they are integrated into a regular schedule, one class at a time.

The need for special classrooms for students with Behavioral Disorders became necessary as the 70's saw a movement away from isolated, residential treatment to community-based, oftentimes outpatient based care. For example, Beloit of Iowa at one time had its own school program. Now the children and youth receiving services from Beloit or Youth and Shelter Services are attending the Ames Public Schools. Central Junior High has two Behavioral Disorders classrooms, one which is totally self-contained and the other which integrates students into regular classes as they are able to handle a less restrictive environment.

The federally funded Chapter I program is available at Central. Children in need of tutorial help receive assistance through this program when needed.

Doris A. Goering

## SCIENCE

Central Junior High developed as a result of an explosion of numbers of students in the Ames school system in the 1950's. For a time in the late 1950's and early 1960's, students were having classes in church basements. Other students were having morning and afternoon shifts in the Ames High School building so that it could do double duty as the high school in the morning and the junior high in the afternoon. In 1962 the new Ames High school building at 20th and Ridgewood was completed and the old Ames High School became Central Junior High.

In 1962 science was taught one semester in seventh grade, one semester in eighth grade and a full year in ninth grade. Lindy Solen was the head of the science department and taught ninth grade. Lindy took his doctorate in geology and later taught at Chicago State University. Bill Freese and Jerry Dunn were teaching life science in 1962. Bill Freese became the Business Administrator of the Newton schools. Jerry Dunn became department chairperson, helped develop and administer Project ECO, and is now teaching at Ames High School. Russ Latta was the eighth grade science teacher in 1962 and taught at Central until he retired in 1983.

In 1962 eighth grade science was taught the first semester and seventh grade science was taught the second semester. This was to give the seventh graders time to mature so they could handle science.

In 1965 a full year of science in the seventh and eighth grades was required. This meant three full years of science in junior high. The Ames School system is one of few in the state of Iowa which requires three years of science in junior high.

Central has been a place where teachers have been encouraged to try new ideas, make new plans, and give students special programs in Science. Some of the special science activities developed by Central teachers have been Project ECO, the Brookside Project for seventh graders, the Geology Trip to Colorado for ninth graders and "teams".

The concept of teaming was used at Central from 1966 through 1976. Changes in class size resulted in this approach being abandoned. We have come full circle and find teaming will be used at Ames Middle School in the 1986-87 school year.

Many people have given their time and talent to science at Central. The following people have taught science at Central. The information was gathered from school directories and estimates were made in cases where information was missing.

Gerald Dunn	1962-1969
Claire Latta	1962-1983
Bill Freese	1962-1966
Kahtaan Al Yasiri	1963-1964
Bert Murphy	1963-1964
Mary Parker	1963-1964
Lindy Solon	1963-1964
DeAnna Granholm	1964-1968
Ken Frazier	1965-1971
Ann Olandear	1966-1968
Larry Zwagerman	1967-1984
Mary Ann Marsh	1968-1970
David Meeks	1968-1984
Hoyt Acuff	1969-1986
Lyn Terrill	1969-1986
Judd Freeman	1970-1977
Jack Troeger	1971-1986

Each person listed made a contribution to the science program. They gave students the tools to go on learning in a society where science is advancing at an astounding rate. Central Junior High School will always be a part of them.

Lyn Terrill



**CENTRAL JUNIOR HIGH SCHOOL**  
**515 CLARK AVENUE**  
**STAFF - 1985-86**

Sterling, Mary E. . . . . Principal  
 Lendt, Alice M. . . . . Secretary  
 Thompson, Marilyn V. . . . . Secretary  
 Kelly, Betty A. . . . . Guidance Secretary  
 Cable, Dianna L. . . . . Media Secretary  
 Acuff, Hoyt N. . . . . Earth Science - 9  
 Acuff, Mary L. . . . . Guidance  
 Andersen, N. Roger . . . . . Instrumental Music  
 Antion, Bruce M. . . . . Behavioral Disorders  
 Baker, Barbara J. . . . . English - 8  
    American History - 8  
 Bates, Catherine E. . . . . Nurse (PT)  
 Cox, Nevill E. . . . . Math - 8 & 9  
 Epstein, Bonnie S. . . . . Learning Disability (PT)  
 Fitzgerald, Lyle L. . . . . Physical Education  
 Freeman, Judd D. . . . . Math - 7 Science - 8  
    Athletic Director  
 Gardner, Jerry D. . . . . Math - 7  
 Goering, Doris A. . . . . Multi-Categorical  
 Halliburton, Cal . . . . . Industrial Arts - 9  
    Mass Media - 8  
 Hamilton, Joyce A. . . . . Media Specialist  
 Hassebrock, Jean M. . . . . Home Economics  
 Hilgersen, John N. . . . . World Studies - 9  
 Jacobson, Roger C. . . . . Typing - 9  
 Jensen, Daniel J. . . . . American History - 8  
 Kern, Anne M. . . . . Strings Instructor  
 Kubichek, Reginald . . . . . Social Science  
 Lang, Richard J. . . . . Industrial Tech. - 8  
    Computers - 9

Logston, Robert G. . . . . Behavioral Disorders  
 Madden, John A. . . . . Guidance - 8  
 Pelzer, Carl A. . . . . English - 9  
 Petra, Susie J. . . . . Art  
 Renz, A. Curt . . . . . Vocal Music/Reading - 7  
 Sisson, Norma A. . . . . Content Area Reading  
    Media Specialist  
 Terrill, Carolyn R. . . . . Science - 7  
 Thompson, Marcia L. . . . . English - 7  
 Troeger, Jack C. . . . . Science - 8 & 9  
 Ulvestad, Gene P. . . . . Algebra - 8 & 9  
    Geometry - 9  
 Whitmer, Martha M. . . . . English - 8 & 9  
    Reading - 7  
 Woodman, Toni G. . . . . French & Spanish - 9  
    Reading - 7  
 Worrell, James (Wes) . . . . . Physical Education  
 Dunn, Faye Elaine . . . . . Chapter I Tutor  
 Richard, Alice J. . . . . Chapter I Tutor  
 Horn, Beverly A. . . . . Youth Recovery House Tutor  
 Byriel, Delores J. . . . . Education Aide (PT)  
 Clark, B. Joan . . . . . Education Aide (PT)  
 Davis, Janice N. . . . . Education Aide (PT)  
 Hinrichs, Beverly L. . . . . Education Aide (PT)  
 Johns, Vickie . . . . . Education Aide (PT)  
 Moore, Galen E. . . . . Education Aide (PT)  
 Christensen, Janice . . . . . Custodian (PT)  
 Martin, Richard S. . . . . Custodian (PT)  
 Montegna, Paul I. . . . . Head Custodian  
 Nickel, Max E. . . . . Custodian





## *Faculty and Support Staff From 1962-1986*

ACUFF, HOYT	TEACH	68-	CARLSON, INEZ	SEC	71-73
ACUFF, MARY	TEACH/COUN	73-	CARLSON, WILLIAM	TEACH	65-81
ADAMS, HUGH	CUST	78-79	CARLSON, WINNIE	TEACH SE	67-81
ADAMSON, IRENE	COOK	63-	CHIPMAN, MAXINE	LIB/AIDE	69-70
AGNEW, ROSEANN	TEACH	75-77	CHRISTENSEN, JANICE	CUST	80-
AL YASIRI, KAHTAN	TEACH	63-65	CHRISTENSEN, SCOTT	CUST	79-80
ALVERSON, FRED	CUST	64-	CHRISTENSON, TWYLA	COOK	85-
AMMANN, ROBERT	TEACH	71-77	CHRISTOPHERSON,		
ANDERSEN, ROBERT	TEACH	69-73, 77-78	GERALDINE	LIB	73-
ANDERSEN, ROGER	TEACH	69-	CLARK, BEVERLY JOAN	AIDE MC	79-
ANDERSON, FRED	TEACH	66-68	CLARK, NANCY	ASSOC	73-74
ANDRESKI, FELIX	CUST	73-	CLAUSEN, SHARON	TEACH	62-63
ANDREWS, MARY JANE	TEACH	63-66	CONNELL, JANE	TEACH	70-74
ANTION, BRUCE	TEACH	80-	CONNELLAN, CATHY	LIB	73-76
ARENDS, MARGARET	TEACH	65-67	COOK, NAOMI	TEACH	68-73
AUGUSTINE, LOIS	ED AIDE/SEC	80-83	CORDER, MARLENE	TEACH	66-68
AUSPRICH, LORRAINE	TEACH	63-	COUGHENHOUR, CAROL	SEC	67-
AUTEN, JO ANN	TEACH	65-66	COUPAL, RUTH	SEC	71-72
BAIRD, MYRLE	TEACH	64-	COX, NEVILL	TEACH	56-
BAKER, BARBARA	TEACH	73-	CROUCH, CATHRYN	SEC	71-73
BAKER, ROBERTA	TEACH	66-72	CUTLER, GAIL	ASSOC	73-54
BANWART, DEB	AIDE	77-78	CYR, ELIZABETH	AIDE	91-82
BARTON, CINDY	SEC	72-77	DAVIS, GERTRUDE	COOK	73-85
BATES, CATHERINE	NURSE	76-79, 82-	DAVIS, JAN	TUTOR/AIDE	84-
BERGLUND, SHIRLEY	TEACH	66-68	DAVIS, JOY	TEACH	68-71
BETENSKY, MYNDELL	TEACH	62-64	DAYTON, PAUL	CUST	84-85
BETTS, JULIA	SEC	76-77	DEARDORF, DONNA	NURSE	81-82
BISHOP, PAT	TEACH	66-67	DEFOR, ROBERT	TEACH	70-
BISHOP, NELLIE	COOK	63-64	DENNIS, A. E.	CUST	75-76
BLACK, MARCIA	SEC	80-81	DENNIS, IDA MAE	COOK	75-78
BLACKBURN, MARILYN	NURSE	79-78	DORR, HAROLD	TEACH	68-74
BLASTNITZ, JOYCE	TEACH	66-69	DRAKE, RANDA	SEC	67-68
BLEE, JANE	TEACH	68-70	DUFFY, DICK	AIDE	78-79
BLOOM, CHARLOTTE	TEACH SE	66-67	DUNN, ELAINE	TITLE I	79-
BOESIGER, MARGARET	TEACH	62-64	DUNN, GERALD	TEACH	62-71
BOLINGER, CAROLYN	TEACH	83-842	ECKERMAN, HELEN	TEACH	66-
BORCHERDING, SHERRI	TEACH/ ASSOC	74-	EDDY, BILLY	CUST	75-77
BOSTON, LAWRENCE	TEACH	67-	EDWARDS, SANDRA	COOK	85-
BRALAND, MERVIN	CUST	68-69	EILTS, LLOYD	ADMIN	77-
BRANNON, CAROL	SEC	74-	EPSTEIN, BONNIE	LN DIS	85-
BRAUN, THERESA	EMD	78-85	ERICKSON, CORNELIA	COOK	63-
BREDESON, IRENE	SEC	76-80	ERICKSON, JANET	ED AIDE	80-81
BREKKE, DARLENE	COOK	72-	EVANS, GARY	CUST	71-73
BRINKLEY, SHIRLEY	TEACH	62-64	FEDELER, BARBARA	TEACH	70-72
BROCKMAN, CAROLYN	COUN	84-85	FITZGERALD, LYLE	TEACH	69-
BROWN, DANIEL	CUST	73-75	FOLGER, MARGUERITE	ED AIDE	83-84
BROWN, MILDRED	COOK	74-80	FRASER, SUSAN	TEACH	73-75
BROWN, PATRICIA	LIB/MC	81-83	FRAZIER, KENNETH	TEACH	65-71
BRUTON, KAREN	TEACH	74-78	FREEMAN, JUDD	TEACH	70-
BUDNIK, THOMAS	TEACH	71-74	FREESE, WILLIAM	TEACH	67-
BUHR, DIANNE	TEACH	68-70	FULLER, MARTHA	TEACH	71-72
BYERS, HAROLD	TEACH	79-	GARDNER, JERRY	TEACH	54-
BYRIEL, DELORES	AIDE MDE	79-	GARRETT, SUZANNE	ED AIDE	80-83
CABLE, DIANE	SEC	76-	GARREY, MIKE	CUST	78-79
CARLSON, DON	TEACH/ ADMIN	55-65, 74-83	GARTZ, HOMER	TEACH	62-73
			GILMORE, STEVEN	TEACH	70-71
			GILSON, SHARRON	TEACH	63-64



GLEN, GERALDINE	COOK	69-85
GOERING, DORIS	LRNG DIS	77-
GOODMAN, CARTER	TEACH	64-
GRABBE, MARIAN	TEACH	79-80
GRANDHOLM, DEANNA	TEACH	65-68
GRANT, ROSIE	TEACH	70-74
GRAY, HENRY	TEACH	67-
GREENLAW, REGGIE	EMD	79-80
GREGHANTZ, SUSAN	AIDE	77-78
GREWELL, EARL	CUST	65-75
GRIFFITH, ROGER	TEACH	67-68
GRIMES, ELAINE	TEACH	66-71
GUNDLACK, KATHRYN	TEACH	82-84
HALBIG, MARILYN	TEACH	67-73
HALLIBURTON, CALVIN	TEACH	67-68, 70-76,80-
HAMILTON, CLAUDE	CUST	68-69
HAMILTON, JOYCE	LIB/MC	80-
HANSON, JEAN	TEACH	64-66
HARTMAN, NANCY	TEACH	78-79
HARWOOD, RUTH	COOK	69-70
HASSEBROCK, JEAN	TEACH	84-
HAVENER, CHARLES	TEACH	67-
HAYES, SUSAN	LIB	79-80
HEDGER, LAWRENCE	TEACH	64-
HEIMER, MYRNA	TEACH	64-66
HILGERSON, JOHN	TEACH	60-
HINRICHS, BEVERLY	ED AIDE	85-
HOEPNER, GAYLE	ESL	80-
HOIFELDT, DENISE	TEACH	82-84
HOLT, WILLIAM	TEACH	74-75
HOOVER, LORENE	TEACH	62-63
HORN, BEVERLY	TUTOR	84-
HUISMAN, JOYCE	COOK	71-85
IMPECOVEN, ROBERT	TEACH	65-
IVERSON, JULIE	TEACH	78-79
JACOBSON, ROGER	TEACH	83-
JAMISON, TRULA	TEACH	67-69
JENSEN, DANIEL	TEACH	65-
JOENS, TERESA	TEACH	78-79
JOHNS, VICKIE	AIDE/TEACH	79-
JOHNSON, NANCY	TEACH	80-81
JOHNSON, RICHARD	TEACH	69-74
JOHNSON, SANDRA	TEACH	67-71
JOHNSON, STANLEY	TEACH	55-66
JOHNSON, VIVIAN	COOK	69-75
JORGENSEN, THOMAS	TEACH	67-70
KELLEY, BETTY	SEC	80-
KERN, ANNE	TEACH	85-
KIMES, MARILYN	AIDE	77-78
KLINE, RONALD	CUST	67-75
KLINK, MABEL	COOK	69-71
KLINKNER, JANE	TEACH	70-73
KNICK, KEITH	CUST	77-78
KNUTSON, KATHLEEN	TEACH	79-84
KOERBER, ELANOR	COOK	63-64
KONTOS, LOU	AID IMC	79-80
KOOB, STEVEN	CUST	79-81
KOSBAU, RALPH	TEACH	83-
KRESS, MABEL	TEACH	63-
KRUSE, DOROTHY	TEACH	68-69
KUBICHEK, DOROTHY	TITLE I	73-78
KUBICHEK, REGINALD	TEACH	69-

LANG, RICHARD	TEACH	64-
LARSON, MABLE	COOK	69-71
LARSON, MARLA	SEC	64-
LARSON, SANDRA	SEC	72-76
LARSON, SANDRA	TITLE I	75-76
LATTA, CLAIRE	TEACH	60-83
LAURSEN, MARY	SPURT	74-83
LAWLER, SUSAN	TEACH	73-81
LAWLOR, LEO	TEACH	63-71
LEGG, BERNARD	TEACH	76-77
LENDT, ALICE	SEC	80-
LENNING, IONA	COOK	70-85
LEWIS, SHERRY	SEC	67-68
LIEDMAN, LYLE	TEACH	66-78
LIFE, DEBRA	EMD	80-81
LITTLE, JANE	TEACH	63-64
LOESCHEN, META	COOK	64-
LOFTIS, SHARON	TEACH	67-68
LOGSTON, ROBERT	BD	85-
LONGWELL, YLENE	AIDE MDE	79-81
MACK, MARIYN	TEACH	65-68
MADDEN, JOHN	TEACH/COUN	55-
MAGORIAN, WILLA	TEACH W/S	65-66
MALONE, POLLIE	TEACH	66-84
MANATT, SALLY	TEACH	69-70
MARSH, MARY ANN	TEACH	69-70
MARSH, MAUD	COOK	64-
MARTIN, RICHARD	CUST	85-
MATTHEW, LYLE	CUST	77-78
MCNERTNEY, WILLIAM	TEACH	67-
MCCARTHY, JANE	TEACH	68-69
MCCORD, HELEN	COUN	76-
MCCOY, RICHARD	TEACH	69-71,73-84
MCCULLY, RUTH	TEACH	83-85
MCMARTIN, MARY	EMD	80-81
MEEKS, DAVID	TEACH	68-84
MEYERS, JAN	TEACH	70-71
MICKELSON, TERRI	TEACH	69-73
MIDDENTS, JOE	CUST	64-
MIDDENTS, RICHARD	CUST	67-
MIDDLELTON, LARRY	TEACH	70-76
MOLTZ, GALEN	TEACH	68-69
MONTEGNA, PAUL	CUST	69-
MONTEGNA, RICHARD	CUST	80-83
MOODY, AVIS	TEACH	55-78
MOODY, CLAIRE	TEACH	67-69
MOORE, GALEN	ED AIDE	83-
MOORE, JESSIE	TEACH	66-72
MOORE, MARY LOU	TEACH	66-
MORFORD, SHARON	M CAT	84-85
MORGAN, WILLA	TEACH W/S	65-66
MORRIS, SYBIL	TEACH	63-70
MORTON, PATRICIA	TEACH/ TITLE I	67-68, 75-78
MOSES, LOIS	COOK	69-70
MULHALL, ANN	SEC	68-69
MULHALL, RHEA	TEACH	82-84
MUNCH, TREFOR	TEACH W/S	63-65
MURPHY, BERT	TEACH	65-66
MURPHY, MARILYN	COOK	78-79
NATION, TERRI	ED AIDE	82-83
NELSON, BEVERLY	COOK	69-73
NELSON, KAREN	SEC	69-71



NEREM, JERI	SEC	79-80	SHANKS, LAURA	COOK	76-78
NEU, MARY	TEACH	62-68	SHAVER, KATHLEEN	TEACH	76-77
NEWTON, ELAINE	TEACH	66-67	SIELERT, GERALD	TEACH	80-
NICHOLS, KATHERINE	SEC	70-72	SIMONS, PAULETTE	ESL	84-85
NICHOLS, SUSAN	TEACH	82-83	SINGH, LEELAWATEE	TEACH	67-70
NICKEL, MAX	CUST	81-	SISSON, NORMA	LIB/AIDE	73-
OLANDER, ANN	TEACH	66-68	SMITH, CLAUDE	TEACH	73-75
PAGE, KEN	TEACH		SMITH, SHARRON	TEACH	62-63
PAIGE, JIM	AIDE	84-85	SOLON, LINDY	TEACH	65-
PARKER, MARY	TEACH	65-68	SPENCER, DOROTHY	TEACH	70-
PARKER, GLEN	TEACH	71-72	STARK, DONNA	ED AIDE	83-85
PARR, MARY LOU	TEACH	78-79	STERLING, MARY	TEACH/	70-
PELZER JR., CARL	TEACH	71-		ADMIN	
PERKINS, FAYE	TEACH	80-81	STONE, KAREN	TEACH	65-67
PETERS, SUZANNE	LN DIS	83-84	STOWE, GELN	CUST	67-68
PETERSON, RANAE	SEC	74-76	STROUPE, NANCY	TEACH	64-
PETERSON, ALPHERETTA	SEC	66-74	SWANSON, VADONNA	COOK	69-72
PETERSON, GEORGIA	COOK	69-70	TEMPLE, PATRICIA	AIDE	75-76
PETERSON, SUE	AIDE	77-78	TERRILL, CAROLYN	TEACH	69-
PETRA, SUSAN	TEACH	73-	THIEL, ANNA MAE	COOK	
POMEROY, FLORA	COOK	64-	THIESEN, SANDY	AIDE	70-71
POWERS, JANE	SP ED	79-81	THOMPSON, BETTY	AIDE	75-77
PRIMER, RAE	SP ED	77-78	THOMPSON, MARCIA	TEACH	73-
PRIOR, CONNIE	COOK	69-70	THOMPSON, MARILYN	SEC	83-
PUFFET, NANCY	TEACH	63-66	THURMAN, ALYCE	ED AIDE	80-81
QUIN, ARIE	TEACH	77-78	TIFFANY, PENELOPE	NURSE	69-77
RATTANAVONGSA,			TOPE, DARLENE	COOK	74-75
PHONGSAVANH	CUST	83-84	TREXEL, MILTON	TEACH	69-
RATZLAFF, ORVILLE	TEACH	63-66	TROEGER, JACK	TEACH	71-
REINHART, GLENDA	COOK	78-79	TRUNNELL, GARY	ADMIN	77-82
REINHILLER, NOELL	TEACH	66-69	TSCHOPP, HERBERT	TEACH	68-78
RENZ, CURTIS	TEACH	66-	TWEDT, RUTH	SEC	74-76
RICHARD, ALICE	TITLE I	79-	ULVESTAD, GENE	TEACH	65-
RIEKEN, AUDREY	TEACH	79-82	UNDERHILL, SUSAN	TEACH	82-83
RIERSON, PAMELA	AIDE	77-78	VAN SLYKE, NEIL	TEACH	76-83
RIGGS, MARCIA	TEACH	70-73	VERBRUGGE, WILLIAM	TEACH	64-65
RING, BONNIE	TEACH	62-63	WACHTEL, MARILYN	TEACH	64-
RIPP, WILLIAM	TEACH		WACKER, LEROY	TEACH	54-83
RITLAND, EVERTT	TEACH		WAGNER, DOROTHY	COOK	
ROBBINS, JMARY	TITLE I	76-78	WALLER, CARL	CUST	79-80
ROBSON, SUSAN	SEC	76-78	WARDER, ROXANNE	EMD	77-78
ROCHA, RAMON	TEACH	63-	WARDLAW, LORIE	TUTOR	80-82
ROCKWELL, JACK	TEACH	74-	WARREN, MARGARET	TEACH	76-77
ROSE, ELAINE	COOK	69-	WATERBURY, MARILYN	TEACH	66-71
ROSS, BEV	TITLE I	80-84	WEEDE, GARY	TEACH	62-64
ROTH, JEANNE	TITLE I	74-75	WEIR, JANET	SEC	69-75
ROUSE, JOY	ED AIDE	76-77	WELLS, KEN	TEACH	
RUETER, TERRI	AIDE	81-82	WHEELER, MARY LOU	TEACH	70-84
RYERSON, CHRISTINE	EMD	80-81	WHITMER, MARTHA	TEACH	75-77, 78-80, 82
SARAL, URBE	SEC	64-69	WOODMAN, TONI	TEACH	81-
SCHAMBER, JULIE	TEACH	64-68	WORREL, JAMES (WES)	TEACH	79-
SCHMIDT, HELEN	TITLE I	77-78	YODER, GERTRUDE	TEACH	65-
SCHONHORST, SALLY	TEACH	73-80	YOUNG, JOAN	AIDE ED	79-80
SCHULTZ, MARY	TEACH	72-73	ZIEG, CAMI	SEC	77-80
SCHWIEGER, CHARLOTTE	TEACH	65-67	ZWAGERMAN, LARRY	TEACH/COUN	66-84





## CENTRAL

Let's give Central a great big  
cheer,  
For all the years it's been standing  
here.  
Keeping us safe and warm  
inside,  
I'd give it a hug if my arms were  
that wide!  
It's chock full of mem'ries from days  
of fun,  
Chock full of shouts from victories  
won!  
So let's give Central a great big  
cheer,  
For all the years it's been standing  
here!

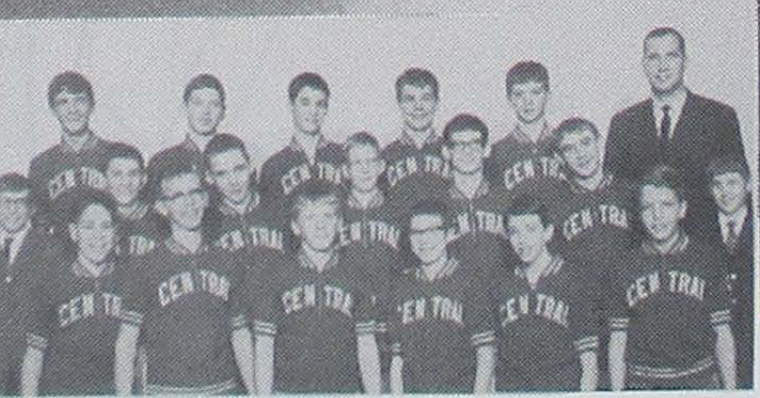
Tenaya Darlington  
Student - 1985-86  
Eight Grade  
Central Junior High



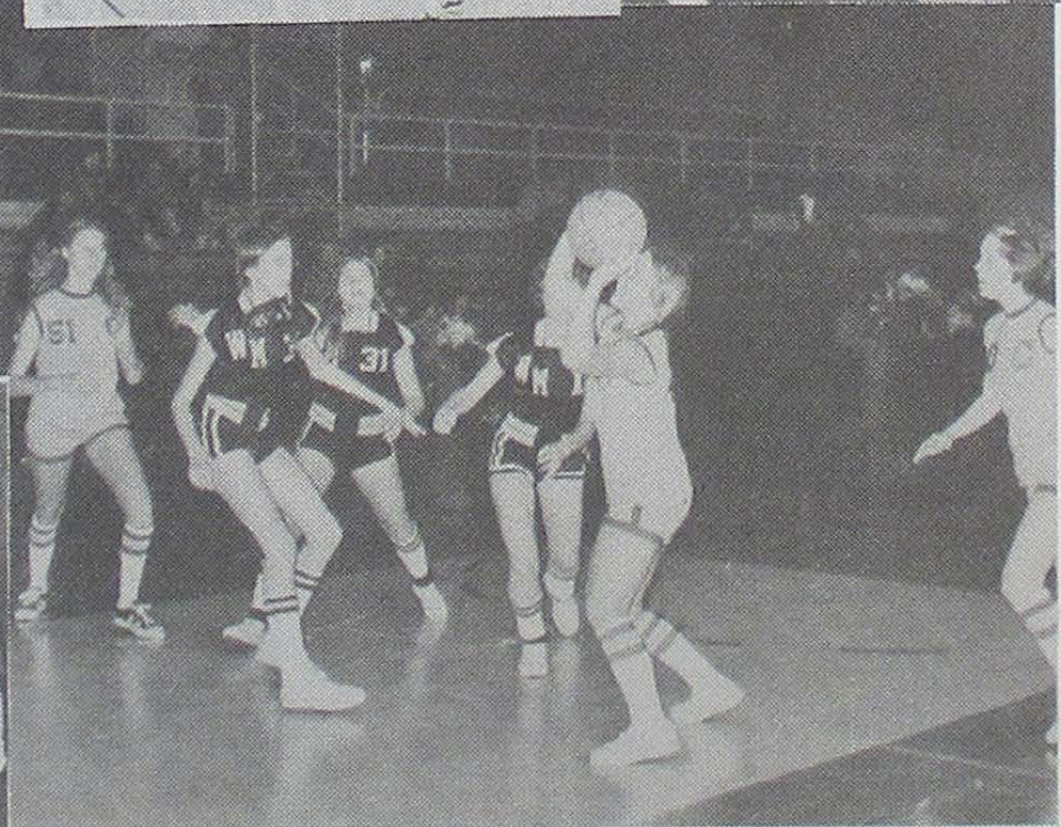
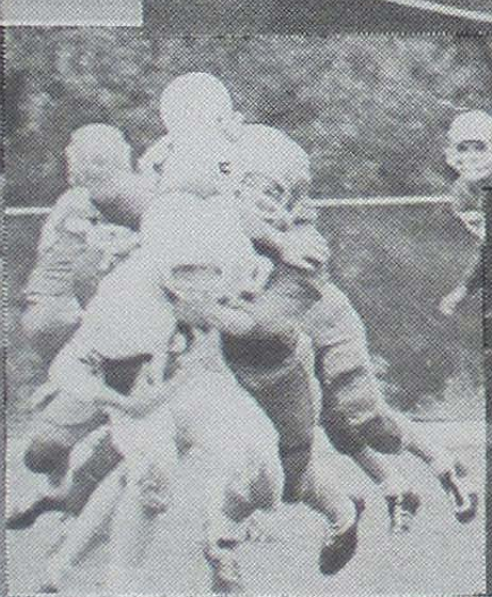
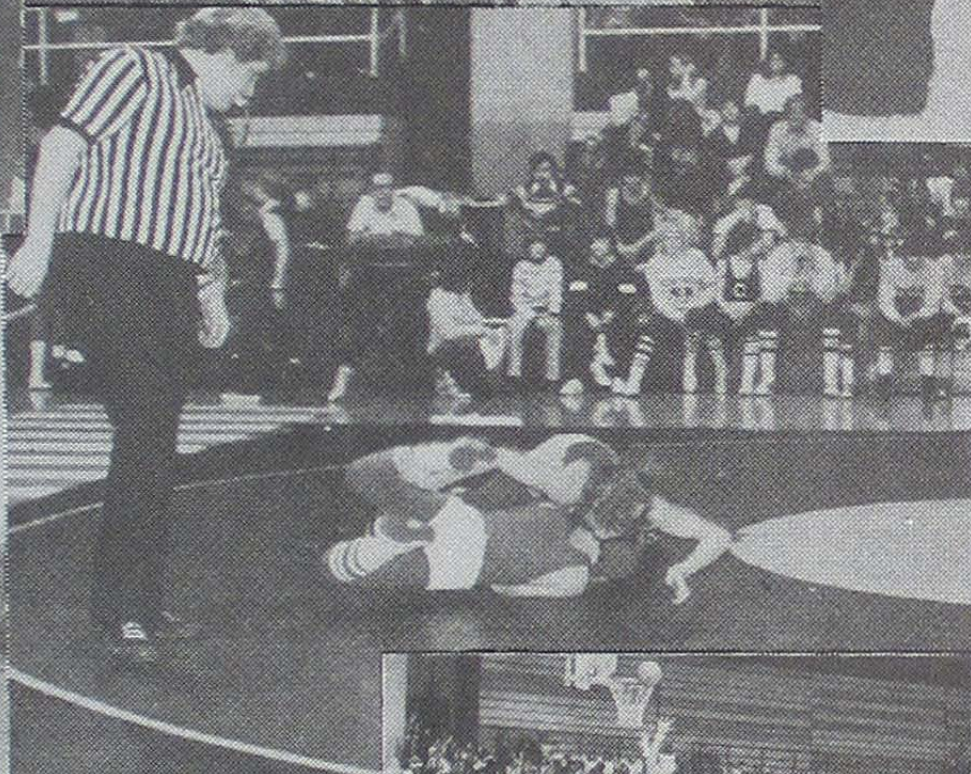
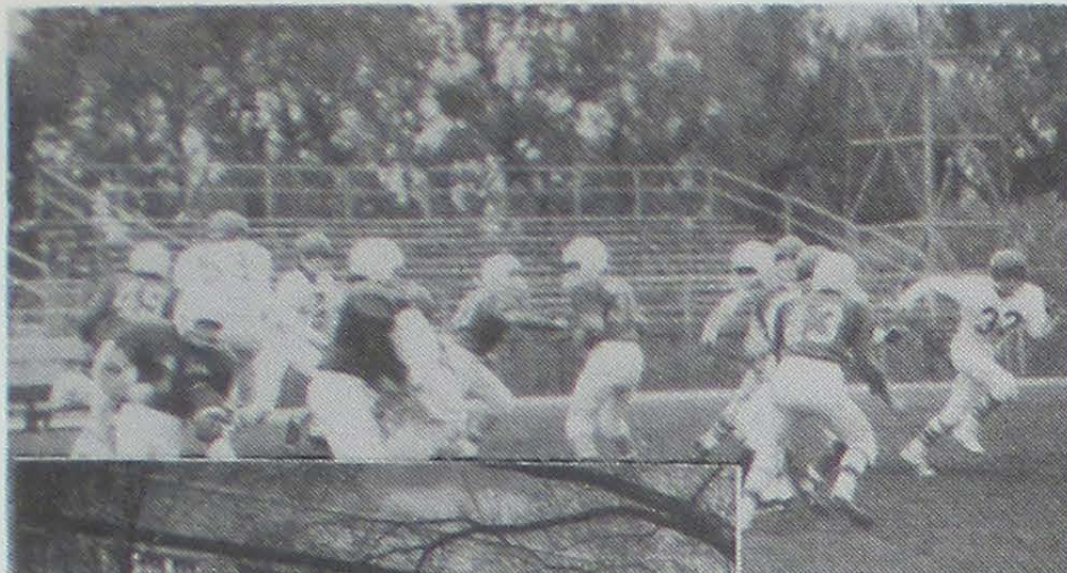




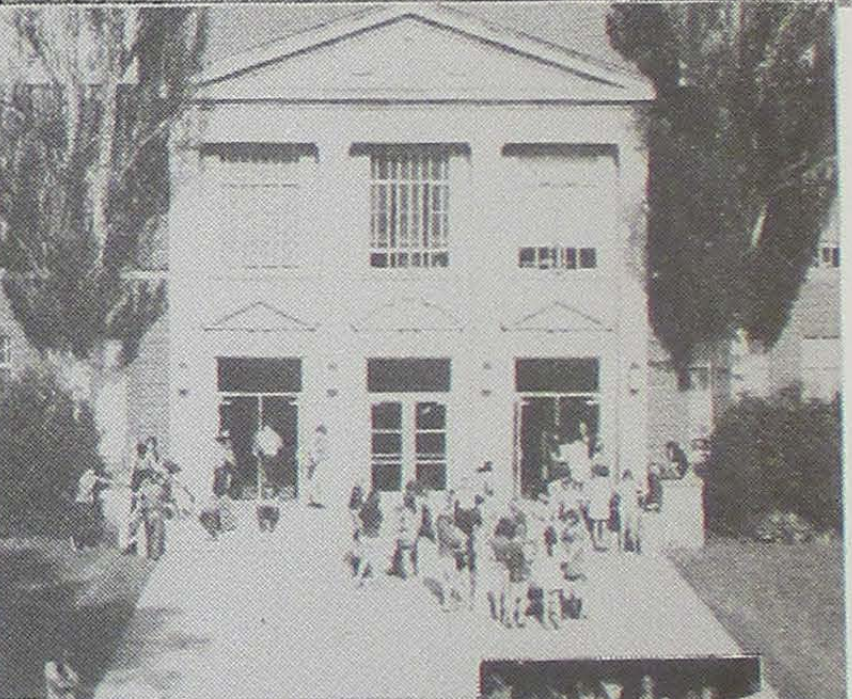
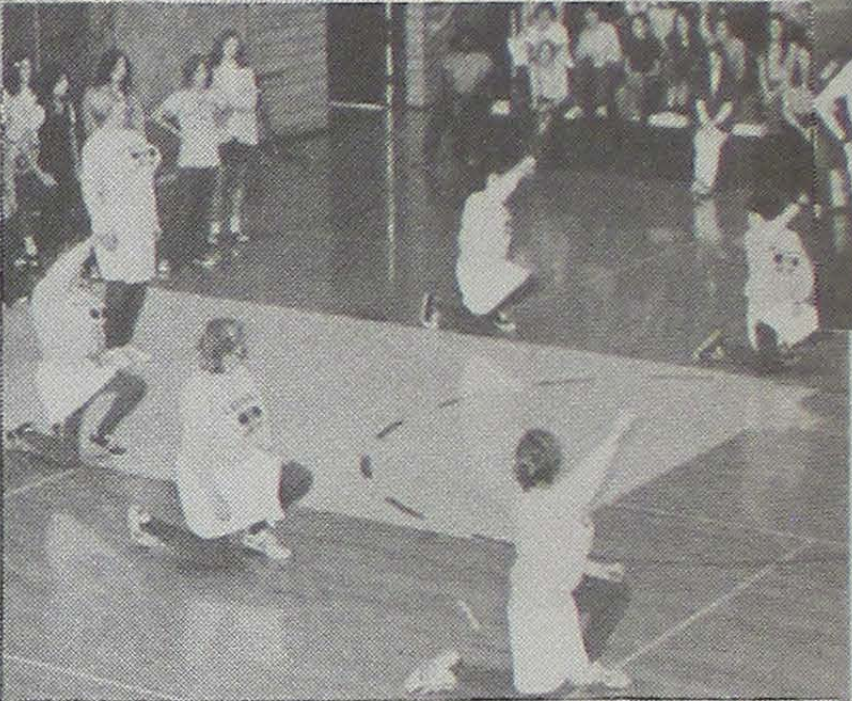
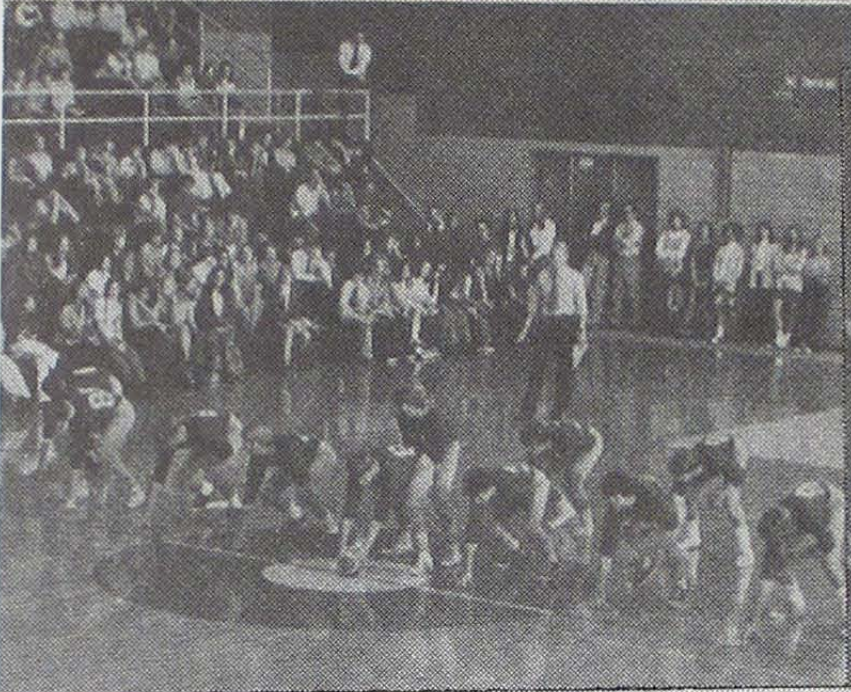
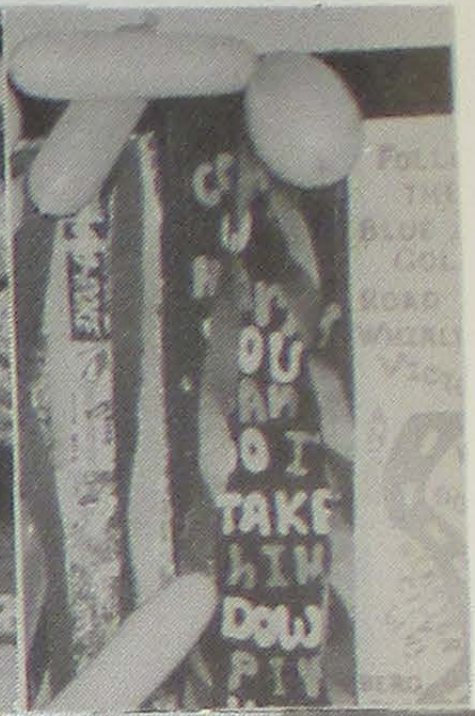
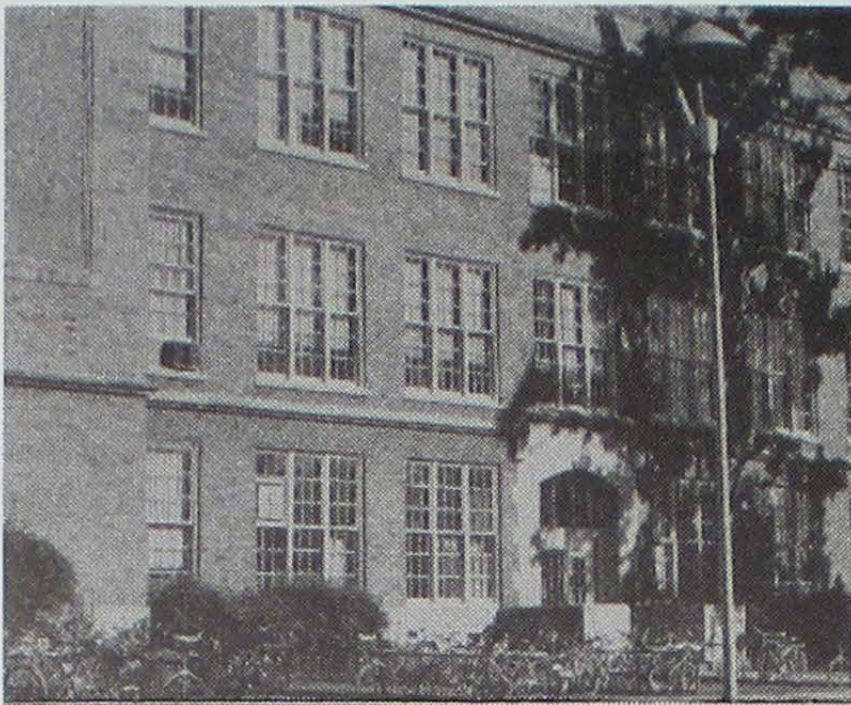
German













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